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ABSTRACT

This training package consists of materials for high school guidance counselors to use to make students' parents aware of the different vocational programs and of their value to students in order to gain parent support. It also helps students reach informed decisions regarding which courses to take and which future jobs to prepare to fill. The package consists of a series of activities for use in a variety of settings with parents of potential students of nontraditional vocational education programs. Among the segments are group discussions, a filmstrip presentation, an attitudinal checklist, a quiz, and a forum that includes a discussion of a summary of nontraditional occupations that need to gain a greater balance between the sexes, with a job market forecast of anticipated vacancies. The material in the package is planned for a 3-hour evening session or a half day. The package contains a list of materials needed and teacher notes, a script for the filmstrip, handouts, and transparency masters. (KC)

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RESEARCH AND DEVELOPMENT SERIES NO. RD215C

PARENT AWARENESS
SEX EQUITY TRAINING PACKAGE

UNLOCKING NONTRADITIONAL CAREERS

by
Vivien Canora

1981

ED227371

The purposes of this training package are, first, to make students' parents aware of the different vocational programs and of their value for the student in order to gain parent support; and, second, to help these students reach informed decisions regarding which courses to take and which future jobs to prepare for.

Audience: Parents of high school students (potential students for nontraditional vocational education programs).

Facilitator(s): Guidance Counselor(s)

Content: The package consists of a series of activities for use in a variety of settings with parents of potential students of nontraditional vocational education programs. Among the segments are group discussions, a filmstrip presentation, an attitudinal checklist, a quiz, and a forum which includes discussion of a summary of non-traditional occupations that seek to gain a greater balance among the sexes, with a job market forecast of anticipated vacancies.

Time: The material in this package is for a session set up for a total of three hours on a weekday evening or half a day on a weekend.

The time can be reduced to about an hour by elimination or shortening of some sections.

Resources:

- room that can be thoroughly darkened
- chairs arranged lecture-style but that can be rearranged for small-group discussions
- overhead projector
- filmstrip projector (and extension cords, in case these become necessary)
- cassette player (if filmstrip projector is not equipped for sound)
- screen
- chalkboard, chalk, eraser

Background: Students' ability to make sex-bias-free decisions about courses and jobs has been found to be decidedly low. This fact has been attributed to such causes as lack of knowledge and awareness, fear of peer group resistance and ridicule, or lack of parental support.

This package is aimed at eliciting and increasing parental support in their high school children's decision-making about courses to take and jobs or careers to prepare for.

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That these decisions be free from sex bias is of prime importance. Toward this end, activities have been designed to help guidance counselors take steps that will ultimately:

- help parents realize the benefits of vocational education
- help parents increase their own awareness of these nontraditional options and labor market trends
- help parents help their children understand the process of sex-role socialization, and
- help parents help their children feel more comfortable about trying nontraditional roles.

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- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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OPTION I
LAYING THE GROUNDWORK

Objective:
To provide background information that should ease the parent-audience into the whole idea of nontraditional programs and career options for their high school children

Activity 1	Minilecture (10 min.)	Introduction Notes I-1 (2 pages)

This is a background section—a statement of the intent of the session and of how it hopes to assist parents in recognizing and appreciating the broader range of vocational opportunities available as a result of changing social perspectives on nontraditional sex roles.

Directions

In preparation for the workshop, go over the brief introduction notes provided. To make your own introductory remarks as effective as possible, modify/add to/delete from these notes as you see fit—especially in view of your knowing your prospective workshop participants the way you do.

Present the introduction as an informal opening lecture.

After the introduction, proceed immediately to the group activities. Let the session participants know that there will be appropriate times for them to raise questions and for discussions to follow. If they cannot ask their questions right away, ask them to write their questions down so they will not be forgotten. Assure them that there are no "dumb" or "silly" questions.

Notes:

OPTION II
EXPLORING SEX STEREOTYPES

Objective:

To attempt to arrive at an idea of the sex stereotypes—if any—the parents hold, their attitudes toward sex roles, as well as their opinions concerning men, women, and work

Activity 1 and/or **Activity 2**	Quiz (15 min.) Opinionnaire (15 min.)	HO II-1 (1 page) HO II-2 (3 pages)

The quiz and the opinionnaire are exploratory attempts toward arriving at an idea of the sex stereotypes (if any) the parents hold, their attitudes toward sex roles, as well as their opinions concerning men, women, and work.

Activity 3	Follow-up Assessment and Reaction Discussion (20–30 min.)	Answers to Quiz HO II-3 (2 pages) and/or Scoring Key HO II-4 (1 page)

The general idea is, first, to determine whether or not the parents in the audience perceive sex as being related to roles that are "appropriate" for men and women; and, second, whether these parents' attitudes toward men, women, their roles and work are dichotomous, gender-bound, traditional attitudes, or whether they are androgynous or nongender-bound.

Directions

Activity 1 and Activity 2

- What Do You Know about Work? (a quiz)
- Attitudes toward Sex Roles (an opinionnaire)

Prepare sufficient copies of the quiz (HO II-1) and/or the opinionnaire (HO II-2) for the anticipated number of workshop participants. Also prepare enough copies of the answers to the quiz (HO II-3) and the scoring key for the opinionnaire (HO II-4) to be distributed *after* the participants have responded to the quiz and/or the opinionnaire.

Use the quiz or the opinionnaire or, if time allows, both. After administering either one or both, have the parents hold their answer sheets for the subsequent discussion by the whole group.

Activity 3

Distribute the copies of the answers to the quiz and/or the scoring key for the opinionnaire.

Review the answers with workshop participants.

Have an open discussion of reactions, observations, ideas, and feelings regarding responses to the items on the quiz/opinionnaire.

Notes:

OPTION III
WAYS TO HELP YOUR TEENAGER

Objective:

To help the parents find ways of helping their teenagers identify their tendencies, inclinations, and strong as well as weak points in an effort to guide them toward vocational education-directed goals

Activity 1	Narrative Presentation (15–20 min.)	TR III (1–13) overhead projector chalkboard and chalk Script III-1 (2 pages)

This segment is an attempt to set out ways in which parents can *concretely* help their teenagers toward knowing how and being able to explore program possibilities, as well as the different requirements for the jobs in the labor market.

Directions

Prepare transparencies from the set of masters marked TR III (1–13). Study the prepared script beforehand so the narration will run smoothly.

Present this segment as an informal lecture, using the transparencies along with the script.

As a follow-up activity, solicit ideas orally from the parents and, on the chalkboard, draw up sample lists of teenagers' abilities (what they can do), interests (what they like to do), ambitions and dreams (what they hope to do), and fears.

Notes:

OPTION IV
"GREAT OPPORTUNITY"

Objective:

To show parents the different alternatives and possibilities their sons and daughters have available to them insofar as vocational education program areas and (eventually) jobs are concerned

Activity 1	Filmstrip Presentation: The Different Vocational Education Areas in Brief (15–20 min.)	Filmstrip: "Great Opportunity" Projector & Screen Cassette Player

This is a color/sound filmstrip. It is an 80-frame, 15-minute production. It was developed by the Expanding Vocational Options Project, Center for Women's Services, Western Michigan University. It was prepared for the Vocational-Technical Education Service, Michigan Department of Education. A copy may be borrowed from the Michigan Vocational Education Resource Center, College of Education, 301-D Erickson Hall, Michigan State University, East Lansing, Michigan 48824.

The target audiences for this sound-synched filmstrip are seventh, eighth, and ninth graders. The show has been designed for presentation to students at the time when they have to make choices from among the skills-training course options open to them.

Although the implicit aim of this production is to address sex-role stereotyping, the explicit message is the presentation of vocational education courses to students in a sex-fair or nonsex-biased manner.

Parents viewing this piece will be shown the different alternatives and possibilities with which their teenagers are faced.

It is hoped that the piece will prove as enlightening and informative to parents as it has to students.

Activity 2	Discussion of the Filmstrip (15–20 min.)	List of Points for Discussion Notes IV-1 (1 page)

This should give the participants an opportunity to react—and react to reactions—to the filmstrip.

Directions

Show the filmstrip.

Follow the showing with a brief discussion. Start this by eliciting their reactions to the filmstrip. Draw out reactions to reactions. Then, when the discussion starts to lag, ask them questions formu-

OPTION V
CONCLUDING FORUM

Objectives:

To give parents an idea of some of the kinds of occupations in which the completers of vocational education programs can find work, as well as to inform them of current job availability in these fields

To acquaint parents with, or increase their awareness of, some significant facts pertaining to women, men, and work

To inform parents about vocational education programs and course offerings in their area high schools that are available to their teenagers

Activity 1	Discussion of Vocational Education-Related Occupations (10–15 min.)	TR V (1-6) HO V-1 (set of 6) overhead projector
Activity 2	Discussion of Vocational Education Labor Market Picture (10–15.)	HO V-2 (2 pages)
Activity 3	Discussion of Enrollments and Completions in Vocational Education by Instructional Program (10–15 min.)	HO V-3 (2 pages)
Activity 4	Discussion of Facts on Women, Men, and Work (10–15 min.)	HO V-4 (3 pages)
Activity 5	Discussion of Vocational Education Course Offerings in the District (10–15 min.)	HO V-5 (1 page)

This segment, with its handouts and transparencies, has been designed to provide parents of students who potentially will be enrolled in nontraditional vocational education programs with a discussion of a summary of a sampling of vocations—with emphasis on those occupations in the current job market that are, or used to be, considered nontraditional.

Directions

Activity 1

Sufficient copies for the anticipated workshop participants should be made of the "balloon charts" of occupations related to the different vocational education areas. Transparencies should also be made from the set of masters (TR V 1–6).

Distribute copies of this set of handouts.

lated around the items on the sheet marked "How useful is the price—" (this is not a handout, so there will be no need to make copies of it).

Notes:

OPTION VI
AN ASSESSMENT—
WHERE DO WE GO FROM HERE?

Objective:

To aid the parents in determining whether or not, and to what extent, their attitudes and views have been—an any way—influenced by the workshop (or at least by the options they were exposed to in this particular session)

Activity 1	Small-group Discussion (30 min.)	HO VI-1 (2 pages)
Activity 2	Summation (15-20 min.)	

This small-group discussion and subsequent summation of findings and conclusions should give the parents a chance to assess whether or not the activities of this particular session have in any way altered their view regarding their children's pursuing vocational education-related careers, as well as their becoming employed in *nontraditional* areas.

Directions

Prepare sufficient copies of the "Discussion Questions" handout (HO VI) for the anticipated number of workshop participants.

Activity 1

Distribute copies of the handout.

Divide the audience into small groups—six, five, or four people to a group (the smaller, the better). Have them arrange their chairs accordingly. Have each of the groups decide on a discussion leader who will later act as spokesperson for the group.

Depending on the number of groups, allocate the guide questions accordingly (e.g., if there are six groups, assign guide questions numbered 1 and 2 to the first group, 3 and 4 to the second group, and so forth).

Or, if you prefer, the groups may be instructed simply to choose any two questions from the list and go ahead and discuss them.

Activity 2

Gather the small groups back together for consolidation of their findings and conclusions, if they have any.

Showing the transparencies using the overhead projector, summarize the vocational education fields and the sample occupations available to completers of these program areas.

Activity 2

Prepare sufficient copies of handout HO V-2 (2 pages) for the anticipated audience.

Distribute copies of the handout.

Briefly review and discuss each vocational education category and the sample occupations cited, highlighting the significant statistics.

Activity 3

Prepare sufficient copies of HO V-3 (2 pages) for the anticipated number of workshop participants.

Distribute copies of the handout.

Briefly review and discuss each vocational education category and the sample occupations given. Highlight the significant data, especially those regarding percentage of female enrollment and percentage of program completions in relation to total program enrollment.

Activity 4

Prepare sufficient copies of this handout (HO V–4, 3 pages) for the workshop participants.

Distribute copies of the handout.

Direct the parents' attention to the especially significant items, such as 1, 2, 3, 7, 9, and 16.

Activity 5

The grid showing the district vocational education course offerings (HO V-5, 1 page) should be completed and copies made of it before the workshop session.

The grid included in the packet shows a sample list of vocational courses that may be offered in a high school district. Modify the list to best serve the needs of your particular situation.

To maximize the grid's usefulness as a resource to workshop participants, revise it to show the actual courses offered in the district. The headings for the listing of course offerings should indicate the names of the high schools offering each course. There should then be as many columns as there are high schools. Use a check mark or an X in the appropriate square to signify a course being offered in a particular school's curriculum. With such a grid as a guide, parents should be able to see exactly what is available to the students in their district.

Distribute copies of this handout. Give the parents some time to look it over.

Explain the grid to them. Entertain whatever questions they may have.

Notes:

Give spokespersons turns at rendering brief summations of their group discussions.

Notes:

PARENT AWARENESS

Sex Equity Training Package

LIST OF RESOURCES

The materials in this section have been organized to help you make appropriate copies or transparencies and then re-file the materials for future use. The coding system is on each piece of material to help you find it easily. All handouts (HO) are together. All transparencies (TR) are together. And miscellaneous notes or scripts are together. The code (e.g., HO II-2) means—

II = Option II
2 = Second handout in Option II

If there were parts of a transparency presentation they would be coded A, B, C, etc.

Notes

I-1	Introduction
IV-1	How Useful Is the Piece—

Script

III-1	Narrative Presentation

Handouts

HO II-1	What Do You Know about Work? (a quiz)
HO II-2	Attitudes toward Sex Roles
HO II-3	Answers to What Do You Know about Work? (a quiz)
HO II-4	Attitudes toward Sex Roles Scale
HO V-1	Occupations Related to Vocational Service Areas (6 pages)
HO V-2	Vocational Education Labor Market Picture
HO V-3	Enrollment and Completions in Vocational Education by Instructional Program, Program Year 1978
HO V-4	Some Facts on Women, Men, and Work
HO V-5	Vocational Courses Grid
HO V-6	Discussion Questions: Parent and Child Perspectives

Transparencies

TR III (1-13)	Ways to Help Your Teenager (13 transparencies)
TR V (1-6)	Occupational Charts (6 pages) (same as HO V-1)

INTRODUCTION

Our focus will be employment possibilities related to the different vocational education areas.

Within this brief session we will try to give you, parents of students, an overview of what it *is like* in the labor market today for the skilled person—the craftsperson—the manually talented person: that is, what opportunities in jobs and careers lie ahead for your children. Among these opportunities are the so-called "nontraditional" options open to your children.

Vocational education has a responsibility to prepare women to enter occupational fields with larger concentrations of men—fields where these women will have better opportunities in terms of earnings, achievement, and fulfillment. Parallel to this is the need to make our male students aware of the wide range of occupational fields they can enter. Among these are fields that have been traditionally labeled "female" fields, meaning areas with traditionally larger concentrations of women.

In 1972, the majority of those employed in the consumer and homemaking occupations, occupational home economics, health, as well as business and office occupations, were women. This is still true today. On the other hand, the majority of those in the agricultural, technical, as well as trade and industrial occupations have been and still continue to be men.

These two conditions, to a large extent, account for the gap between what women and men earn. The 1978 labor earnings reports show that women who worked at year-round, full-time jobs in 1977 earned only fifty-nine cents for every dollar earned by men. Men's median weekly earnings exceeded women's by about $116, so that women had to work nearly nine days to gross the same earnings men grossed in five days. The $14,626 earned by a man for the year was 70 percent more than the $8,618 earned by a woman. The earnings differential has remained at about this level since 1961.

Among those workers whose earnings are low, women are overrepresented.

They are more than three times as likely as men to be earning between $3,000 and $5,000 annually, and about as likely to be within the $5,000 to $7,000 earnings range. Women are *much less* likely than men to be earning $15,000 and over—despite the fact that statistics have shown that women workers are as *well educated* as men in terms of median years of schooling.

We know, though, that there are differences in the way girls and boys are raised. The training, education, and counseling that both sexes receive somehow all contribute toward leading them into traditional occupations. For many women, this has not only meant *traditional* jobs, but traditionally *low-paying* jobs. This brings us to why we are here today.

In the course of a normal lifetime, a person develops competencies, acquires information and self-understanding, and makes decisions regarding such concerns as education, employment, marriage, and where to live. It has been observed that much of the guidance for these decisions is obtained informally through exposure to television, film, radio, newspapers, magazines, and books; exploration of one's own interests and capacities; and, to a large extent, discussions with family and friends. It is the latter influence in which we are particularly interested—the discussion with family and friends.

Studies have found that even at key decision points (i.e., deciding what to study, where to study, whether or not to get married, where to work, where to live, whether or not to buy a house) where one might anticipate that trained guidance personnel would be especially important, people rely *heavily* on family and friends.

For instance, the report of a study of over 30,000 high school seniors in four states indicates that among those who considered college, the most frequently cited sources of advice concerning choice of college were the following:

- College admission officers—cited by *9* percent
- Teachers—cited by *10* percent
- Other students—cited by *16* percent
- Parents—cited by *43* percent

It is evidence such as this that shows the key role that parents like you play in influencing growing children's choices and decisions. We feel that greater efforts need to be exerted in the direction that would aid you in continuing to be knowledgeable resources and guides for your children, especially in the area of career choices.

Thus, this session will try to help you, as parents of students, toward an awareness of the different vocational education programs available and of their value to your children in terms of the jobs in the labor market for which these programs can prepare them.

The rest of this session will run for approximately three hours.

Our first activity will explore our attitudes toward sex roles and our opinions concerning men, women, and work.

References

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Women in the labor market. *The OECD Observer,* May 1980, pp. 3-15.

Schergens, Becky L. *The parent's role in career development: Implications for vocational education research and development.* Columbus, Ohio: The National Center for Research in Vocational Education, 1980. (Occasional Paper No. 60)

Women's Bureau, Office of the Secretary, U.S. Department of Labor. *The earnings gap between women and men.* Washington, D.C.: U.S. Government Printing Office, 1979.

HOW USEFUL IS THE PIECE–

1. as a tool for recruiting students into nontraditional skills training?

2. as a means of encouraging students to make skills training choices consistent with their individual skills, talents, and abilities?

3. as a tool for addressing peer-group as well as parental pressures concerning nontraditional choices?

4. as a method of enlightening parents regarding students' confusion in making final skills training choices?

5. as an aid to parents in acknowledging societal changes and the need for their children–girls as well as boys–to form work-oriented goals in their formative years?

6. as an aid to parents in encouraging their sons and daughters to "pioneer" in fields they would like to enter and not to worry that they may constitute a sex minority in a particular course of study?

7. as a means of assisting parents help their sons and daughters to realize the importance of taking responsibility for their own lives?

8. as a means of helping parents promote among their children the idea of "researching" what specific jobs are like? (such as by–
   - going to the Career Resources Center in a library to find materials;
   - talking to people who are "on the job";
   - volunteering to see what a job is like;
   - otherwise seeking advice)

NARRATIVE PRESENTATION

Many of today's young people may already have a good idea not only of what jobs are out there, but also about what the *best* jobs are. However, even knowing this, they still need to explore the possibilities as well as the different requirements of those jobs.

What parents need, then, are moments—the right moments—to talk to and *with* their teenage daughters and sons about what they might do in the working world.

You, as parents, might then need aid toward helping your daughter or son discover a work goal—a goal that they could reach by exploring vocational education areas.

There are some definite things you can do to help them make their decisions and their choices.

1. The two of you could make out a list of your teenager's abilities.
2. Make out another list, this time of your teenager's interests. This can include skills and hobbies.
3. Then make out still another list of all your teenager's ambitions, dreams, hopes, and fears.
4. Then, together, start to focus attention on jobs—any and all jobs that are close to home.

Transparency Messages (TR III-1)

*a. Try to get your teenagers to be interested in your place of work and your job. Once you have their interest, the next step is getting them to visit your work site.

b. Familiarize them with what you do. You could also familiarize them with your coworkers' responsibilities (your supervisor, secretary, helper, or assistant).

c. When the family takes a vacation, try to find out about the job responsibilities of the people you meet on the trip or those who are employed at your vacation site (travel agents, airline personnel, bus drivers, restaurant managers, waitresses/waiters, hotel clerks, bellhops, police officers, mechanics).

d. Watch the media—television, newspapers, magazines. Keep a sharp lookout for the men and women who strike you as being "nontraditionals" at their jobs, such as a female telephone line repairer, a male Avon representative, a female minister, a female plumber, or a male switchboard operator.

e. Single out friends and family who hold jobs that are not usually associated with their sex. For example, Cousin Rod is a nurse, Aunt Judy is an appliance repairer, and the family's close friend, Lisa, is a construction worker.

f. Emphasize constructive hobbies and leisure activities. Encourage independent model-building, an activity that would help them experience a sense of accomplishment.

* These letters correspond to the order of the transparencies.

g. At home, talk about the possibility of their taking vocational education courses. Try to get them interested enough to make an effort to find out what vocational education programs are offered at their school.

h. Broach the idea of their seeing the counselor at school and asking for more information regarding those programs.

i. Suggest that they talk with teachers of the programs in which they have the most interest.

j. Mention that the career resource center personnel and the librarians in school or the public library could show them materials about various occupations and careers.

k. If at all possible, visit the high school and talk to the school staff yourself—teachers, counselors, librarians—about the guidance that students such as your teenager can get from them regarding skills training courses and job requirements.

l. Be supportive of your teenager's school efforts. Stress the importance of good school work and the high marks that go with good work.

m. Urge your teenager to explore possibilities in the work world by offering to volunteer at some job or other that may be of interest to her or him.

WHAT DO YOU KNOW ABOUT WORK?

Directions: The following are either true or false statements about work, families, and sex stereotyping. Circle the T for each one you believe is true and F if you believe the statement is false.

T F 1. Women workers constitute about half of the labor force.

T F 2. Most women work for financial reasons.

T F 3. Women workers are concentrated in low-paying dead-end jobs.

T F 4. Women accounted for a greater part of the increase in the labor force than men in the past decade.

T F 5. The average woman worker is not as well educated as the average man worker.

T F 6. The more education a woman worker has, the more likely she is to join the labor force.

T F 7. Men and women working full time, year round earn about the same.

T F 8. Women high school graduates' earnings are comparable with men elementary school graduates' earnings.

T F 9. On the average, a working man and a working woman can expect to have about the same length of work life.

T F 10. The majority of work-age women are active participants in the labor force.

T F 11. There are about ten times as many more working mothers now as there were before World War II.

T F 12. About one out of seven families in the U.S. is maintained by a woman.

T F 13. Minority race (meaning all races other than white) workers earn wages and salaries comparable with those earned by white workers.

T F 14. About half of all black workers are women.

T F 15. White men workers have the best employment rate.

VOCATIONAL COURSES

The following vocational classes are taught in the _____ High School District. See the vocational counselor of your school for details.

Advertising Art									
Automotive Specialist									
Basic Electronic Data Processing									
Cabinetmaking									
Clerical Training									
Cook-Chef									
Commercial Photography									
Consumer Education									
Marketing and Distribution									
Electronics Assembler									
Food Service Assistant									
Graphic Arts									
Home Construction and Repair									
Machine Operator									
Nursery School Aide									
Office Machines									
Simulated Office Practice									
Vocational Guidance									
Work Experience Education									

ATTITUDES TOWARD SEX ROLES

Directions: Listed below are 35 common ideas about women's roles in relationship to men. There are no right or wrong answers, only personal opinions. Respond to every item by putting a check mark in the appropriate space.

Very strongly agree	Strongly agree	Agree	Disagree	Strongly disagree	Very strongly disagree	
						1. Men and women should share the responsibilities and privileges of life equally.
						2. Women should be the "power behind the man" and not the one "out in front."
						3. Truly feminine women let the man believe he is boss even when this is not true.
						4. Women should express their opinions honestly, even if this is in disagreement with a man.
						5. It is appropriate to divide work into "man's work" and "woman's work."
						6. Men and women should be paid equal wages if they are doing the same work.
						7. Men should make the final decisions in financial matters and women should make the final decisions concerning the home.
						8. Women can think as logically as men.
						9. Acting helpless makes a woman appear more feminine.
						10. Women should act naive (for example, pretend not to understand) in order to make a man look more knowledgeable.
						11. The best way for a woman to get her way with a man is to use feminine "wiles" and tricks.
						12. In a business setting, the woman who acts seductively is not behaving appropriately.

Very strongly agree	Strongly agree	Agree	Disagree	Strongly disagree	Very strongly disagree

13. The best guarantee of a good marriage is for the wife to be submissive to her husband.
14. The most important characteristic for a wife is physical attractiveness.
15. A woman should work only if she can do so without interfering with her domestic duties.
16. The best way for a woman to show her love for her family is to dedicate her time to being a housewife.
17. It is possible for women to combine home and career and to do both successfully.
18. Women demand equal advantages with men in the world of work, yet insist on special privileges at the same time.
19. Women who work outside the home tend to be more interesting people than those who do not.
20. It is only natural for women to be interested in people and for men to be interested in ideas.
21. A woman's place is primarily in the home.
22. Modern women are too competitive.
23. Women should follow any vocation they wish, even if this violates tradition.
24. Highly paid jobs should go to men with families to support.
25. A wife should not compete with a husband in his own areas of endeavor.
26. Women can work in any vocation without appearing masculine.
27. Men are willing to work for women as long as they are competent.
28. It is not possible to maintain a romantic relationship when a woman "beats the man at his own game."
29. There is no genetic difference between the sexes in intellectual ability.

Very strongly agree	Strongly agree	Agree	Disagree	Strongly disagree	Very strongly disagree

30. Beauty is more important to femininity than intelligence.
31. Married women should be able to have both male and female friends.
32. A college education is equally important for males and females.
33. It is just as important for women to be intellectually capable as it is for men.
34. Males are inherently capable in some areas and women in others.
35. It would be appropriate for a woman to be president of the United States if she were qualified.

Source: Shawsheen Valley Regional Vocational-Technical High School. *Project OPTION: summary of results and handbook of ideas to reduce sex stereotyping in vocational education and students' career choices.* Billerica, MA: The Division of Occupational Education, Massachusetts Department of Education, 1979, pp. A4-A6.

ANSWERS

What Do You Know About Work?

1. F Not quite half, but close. The latest figures indicate that some 43 million women were in the labor force in 1979. They made up around two-fifths of all workers.

2. T The majority of women have indeed been found to work because of economic need. Of the women in the work force in 1979, a good two-thirds were either single, widowed, divorced, or separated, or had husbands whose earnings for the previous year (1978) were under $10,000.

3. T Countless studies have indeed shown that women workers are concentrated in low-paying dead-end jobs.

4. T Nearly three-fifths of the increase in the civilian labor force this past decade was accounted for by women—about 13 million women, compared with around 9 million men.

5. F The latest data show that the average woman worker is just as well educated as the average man worker. They are both reported to have a median of 12.6 years of schooling completed.

6. T The more education a woman worker has, the greater the likelihood she will seek paid employment. Among women with 4 or more years of college, about 2 out of 3 were in the labor force in 1979.

7. F The average woman worker earns only about three-fifths of what a man does, even when both work full time, year round.

8. F Fully employed women high school graduates (with no college) had less income on the average than fully employed men who had not completed elementary school—$9,769 and $10,474, respectively, in 1978. Women with 4 years of college also had less income than men with only an 8th grade education—$12,347 and $12,965, respectively.

9. F In 1977, the average woman could expect to spend 27.6 years of her life in the work force, compared with 38.3 years for men.

10. T In fact, for 1979, a good 60 percent of all women 18 to 64 (the usual working ages) were reported as workers. Fifty-one percent of all women 16 years old and over were workers. Labor force participation was highest among women 20 to 24 years of age.

11. T The number of working mothers is reported to have increased more than tenfold since the period preceding World War II. The number of working women more than tripled. Some 55 percent of all mothers with children under 18 years (16.6 million) were in the labor force in 1979; 45 percent of mothers with preschool children were working.

12. T In 1979, among all families in the U.S., about 1 out of 7 was maintained by a woman. Ten years before that, it was 1 out of every 10 families. Among black families, 40 percent were maintained by women. Of all women workers, about 1 out of 6 maintained a family; about 1 out of 4 black women workers maintained a family.

13. F There are wide earnings gaps. The median wage or salary income of year-round full-time workers in 1978 was lowest for minority-race women: $8,996. For white women, it was $9,578; minority men, $12,885; and white men, $16,194.

14. T Nearly half of all black workers are women. The 5 million black women who were in the labor force in 1979 constituted about 53 percent of all black women.

15. T For 1979, adult white men (20 and over) were observed to have the lowest unemployment rate. Young black women (16 to 19) had the highest.

Source: 20 Facts on Women Workers. Washington, DC: U.S. Department of Labor, Women's Bureau, 1980.

ATTITUDES TOWARD SEX ROLES SCALE

Scoring Key

1. On your questionnaire put a check mark next to the following questions:

   1, 4, 6, 8, 12, 17, 19, 23, 26, 27, 29, 31, 32, 33, 35.

2. Score these *checked* questions using the following key:

   Very strongly agree = 1
   Strongly agree = 2
   Agree = 3
   Disagree = 4
   Strongly disagree = 5
   Very strongly disagree = 6

3. Next, score the *unchecked* questions according to the following key:

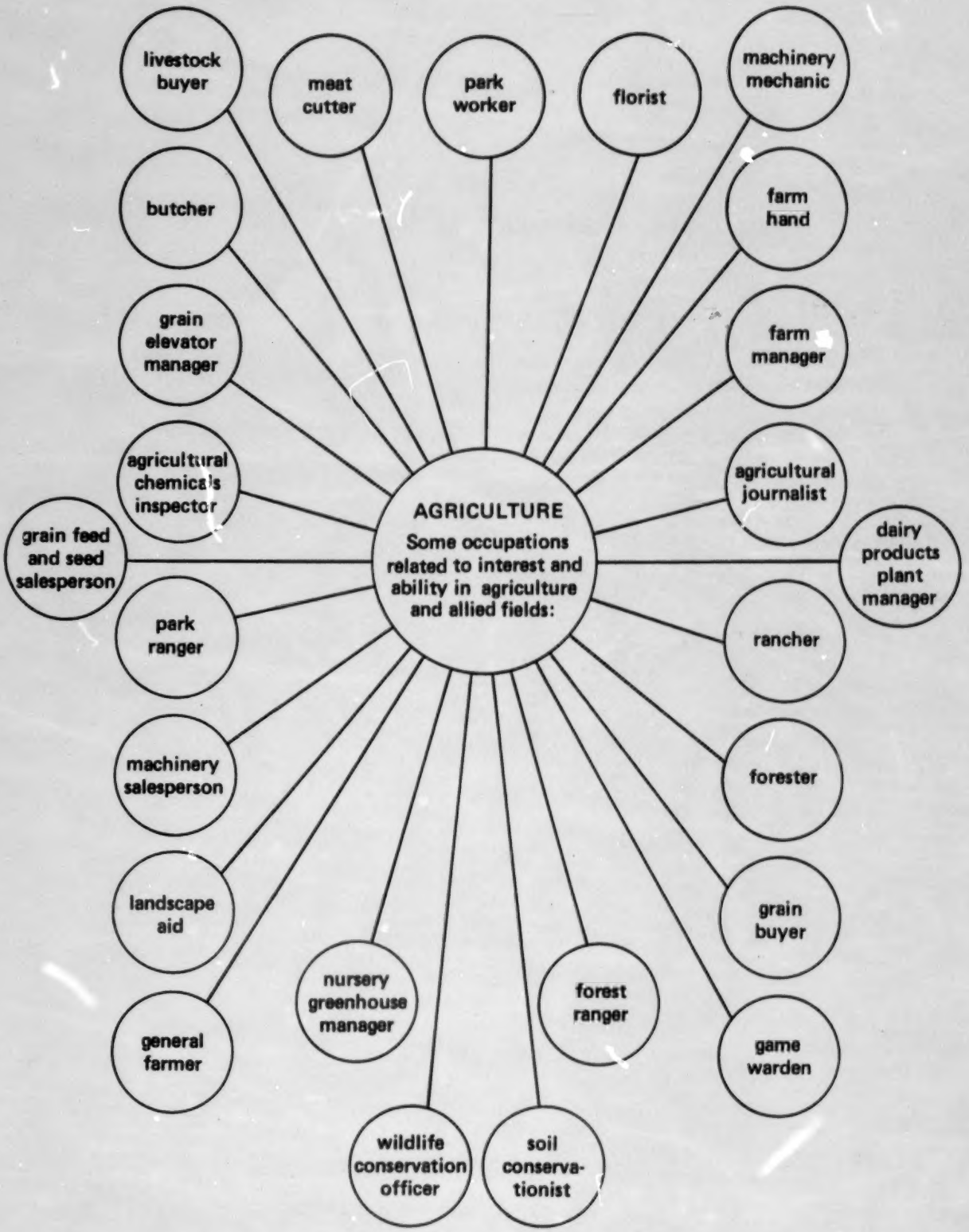
   Very strongly agree = 6
   Strongly agree = 5
   Agree = 4
   Disagree = 3
   Strongly disagree = 2
   Very strongly disagree = 1

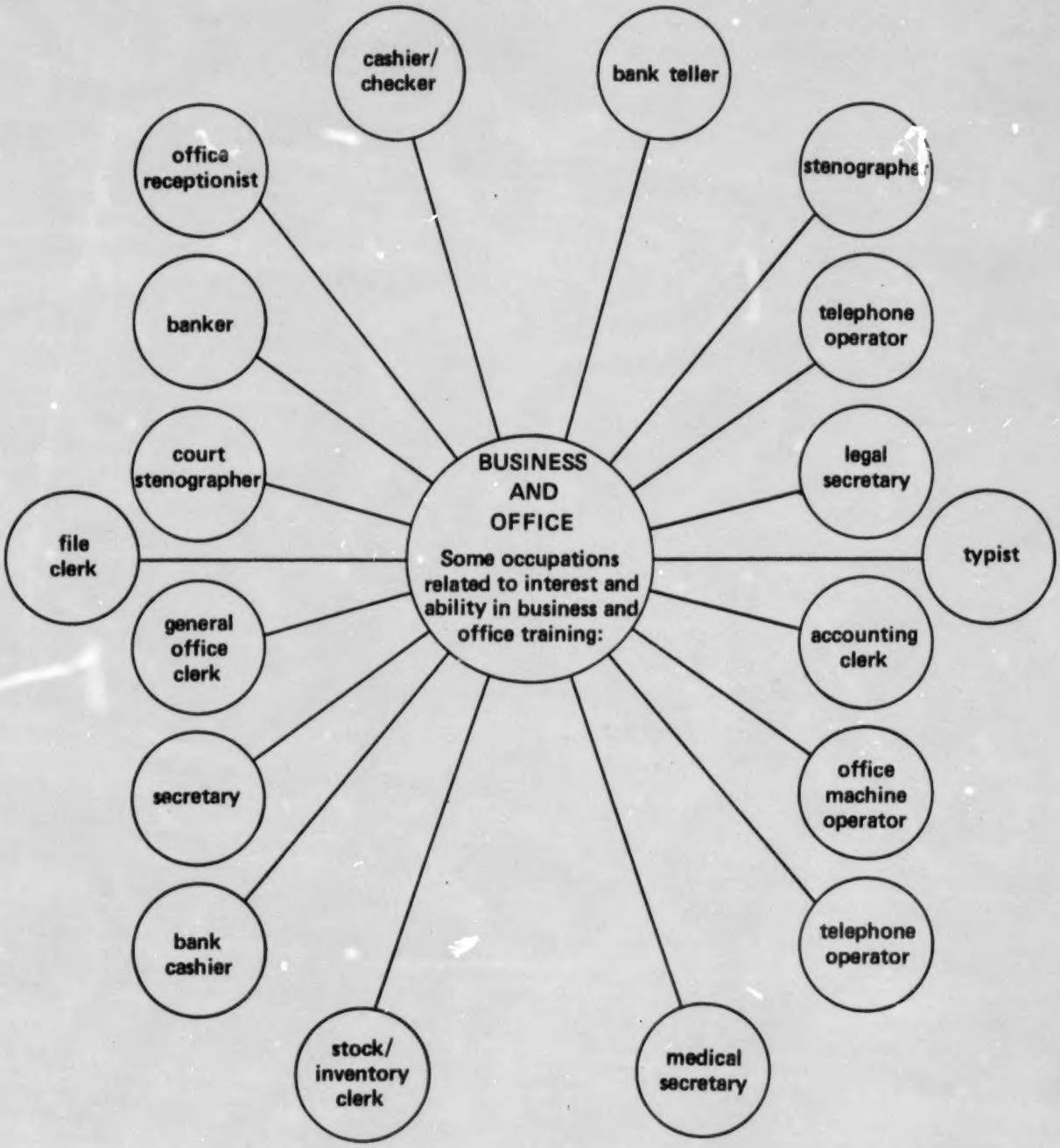
4. Add up the total number of points and record. This is your score.

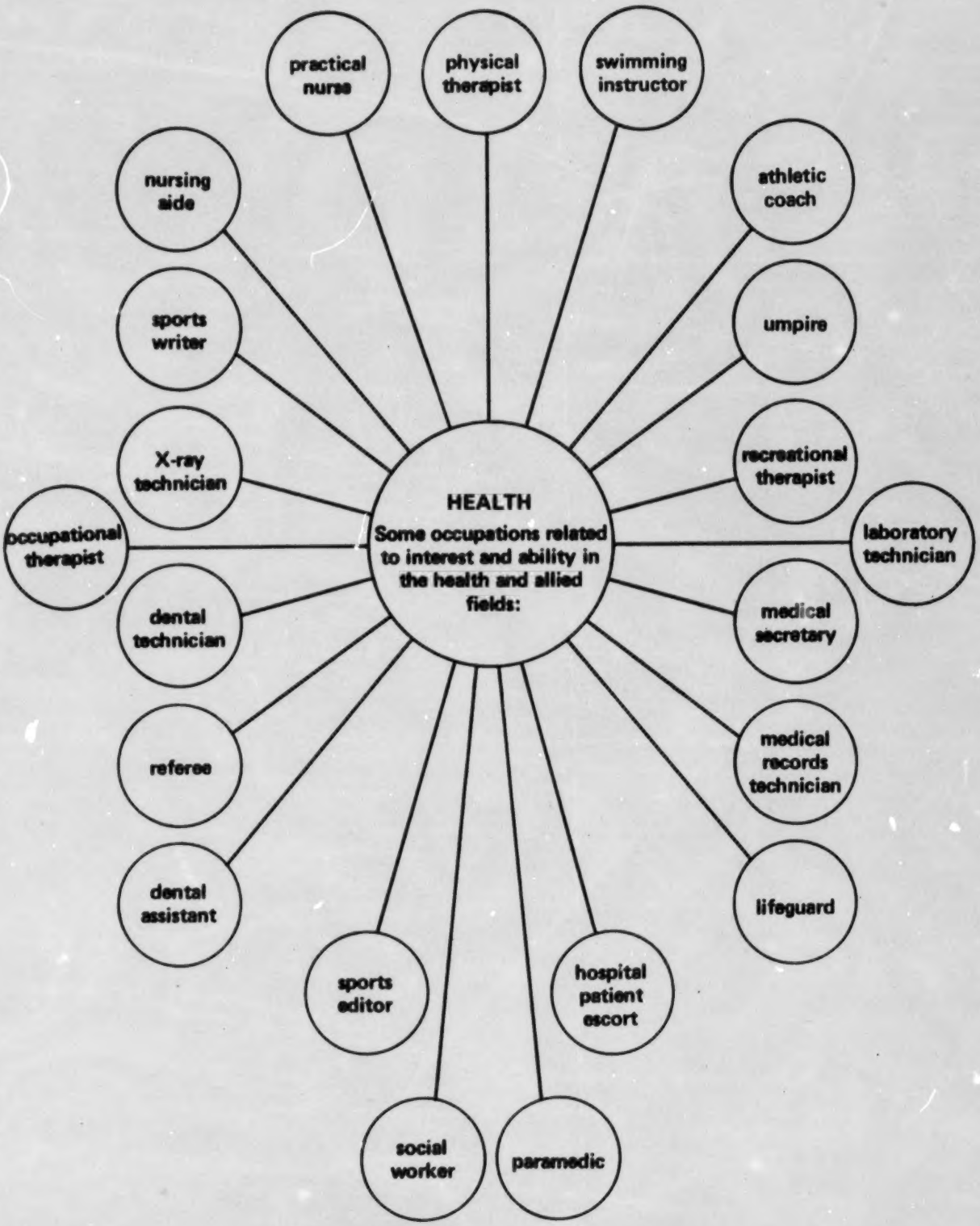
5. Interpretation of scores:

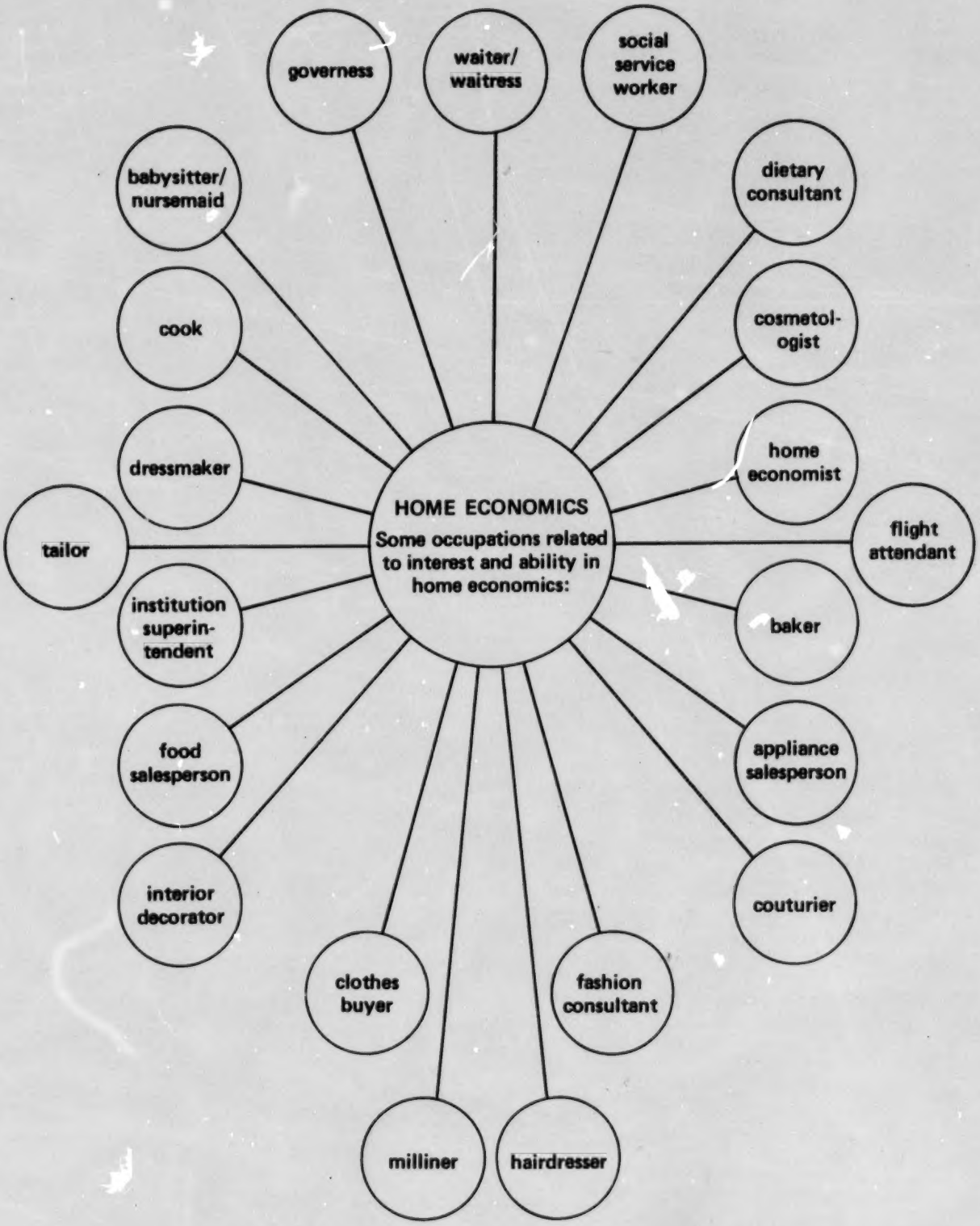
   A score above 88 reflects dichotomous, gender-bound, traditional attitudes about the roles of men and women. A score below 88 reflects androgynous attitudes or nongender-bound attitudes about the roles of men and women in society.

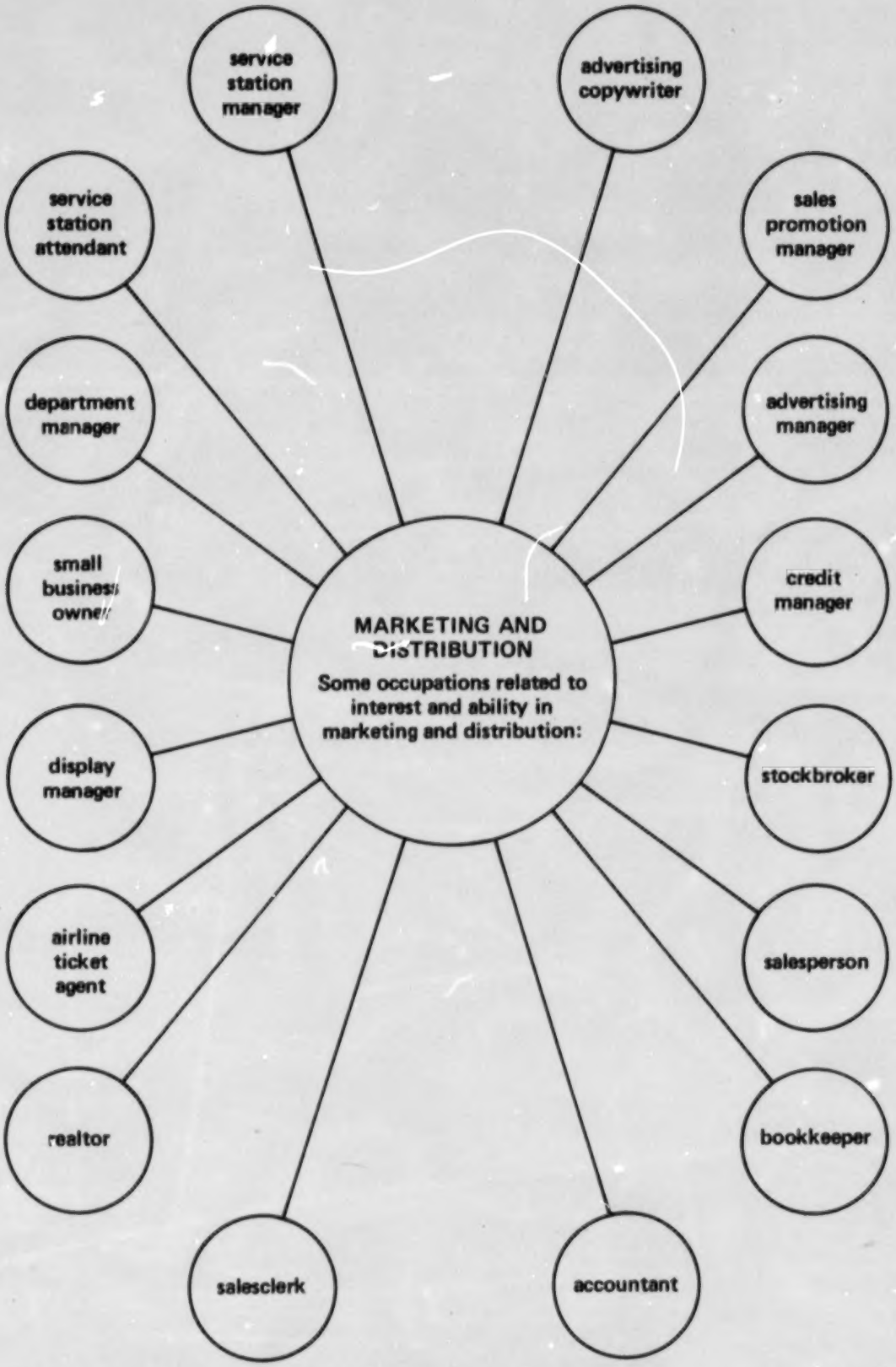
Source: Shawsheen Valley Regional Vocational-Technical High School. *Project OPTION: summary of results and handbook of ideas to reduce sex stereotyping in vocational education and students' career choices.* Billerica, MA: The Division of Occupational Education, Massachusetts Department of Education, 1979, p. A7.

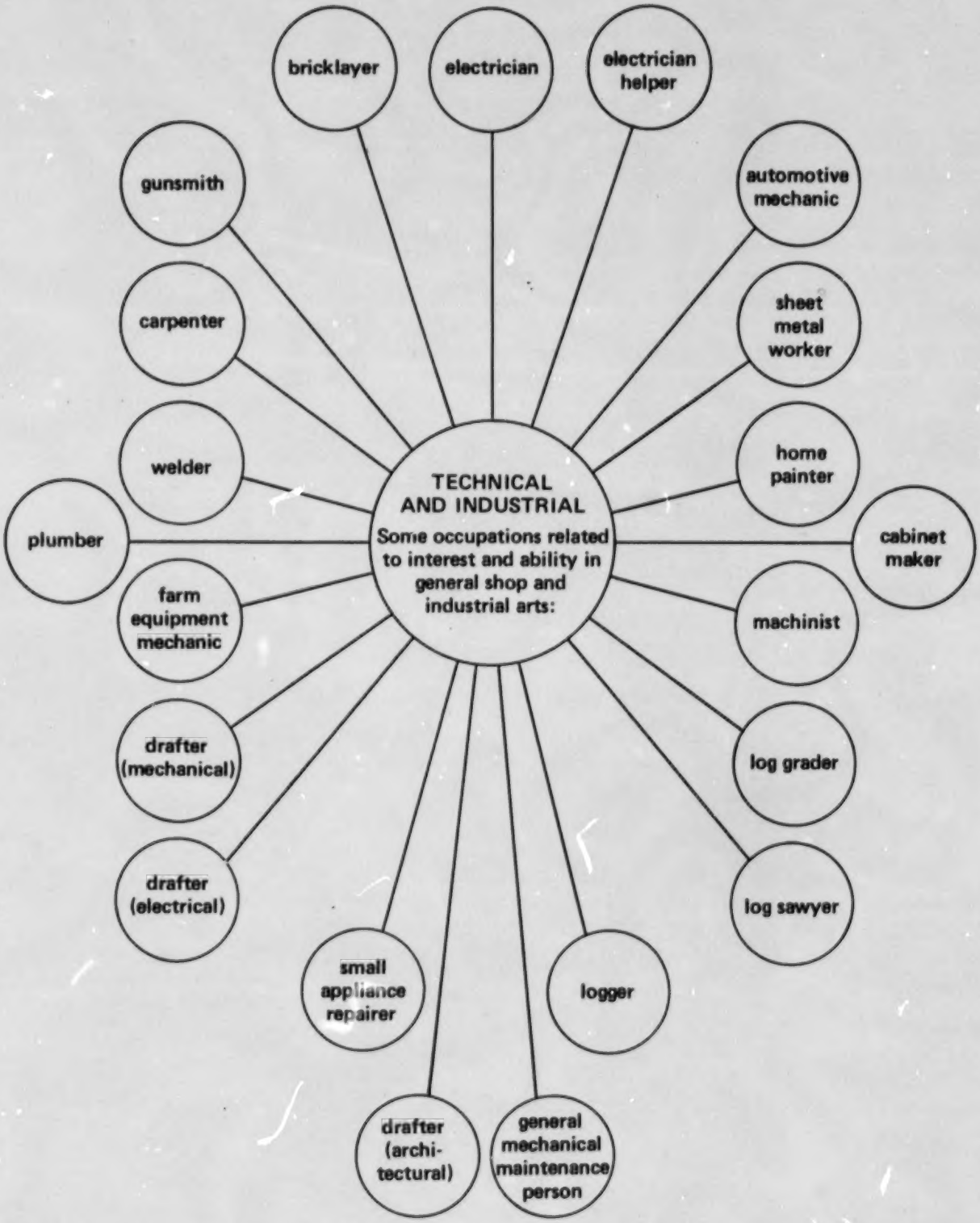

AGRICULTURE
Some occupations related to interest and ability in agriculture and allied fields:
livestock buyer
meat cutter
park worker
florist
machinery mechanic
butcher
farm hand
grain elevator manager
farm manager
agricultural chemicals inspector
agricultural journalist
grain feed and seed salesperson
dairy products plant manager
park ranger
rancher
machinery salesperson
forester
landscape aid
grain buyer
nursery greenhouse manager
forest ranger
general farmer
game warden
wildlife conservation officer
soil conservationist


BUSINESS AND OFFICE
Some occupations related to interest and ability in business and office training:
cashier/ checker
bank teller
office receptionist
stenographer
banker
telephone operator
court stenographer
legal secretary
file clerk
typist
general office clerk
accounting clerk
secretary
office machine operator
bank cashier
telephone operator
stock/ inventory clerk
medical secretary


HEALTH
Some occupations related to interest and ability in the health and allied fields:
practical nurse
physical therapist
swimming instructor
athletic coach
umpire
recreational therapist
laboratory technician
medical secretary
medical records technician
lifeguard
hospital patient escort
paramedic
social worker
sports editor
dental assistant
referee
dental technician
occupational therapist
X-ray technician
sports writer
nursing aide


governess
waiter/ waitress
social service worker
babysitter/ nursemaid
dietary consultant
cook
cosmetol-ogist
dressmaker
home economist
HOME ECONOMICS
Some occupations related to interest and ability in home economics:
tailor
flight attendant
institution superin-tendent
baker
food salesperson
appliance salesperson
interior decorator
couturier
clothes buyer
fashion consultant
milliner
hairdresser


MARKETING AND DISTRIBUTION
Some occupations related to interest and ability in marketing and distribution:
service station manager
advertising copywriter
service station attendant
sales promotion manager
department manager
advertising manager
small business owner
credit manager
display manager
stockbroker
airline ticket agent
salesperson
realtor
bookkeeper
salesclerk
accountant


TECHNICAL AND INDUSTRIAL
Some occupations related to interest and ability in general shop and industrial arts:
bricklayer
electrician
electrician helper
gunsmith
automotive mechanic
carpenter
sheet metal worker
welder
home painter
plumber
cabinet maker
farm equipment mechanic
machinist
drafter (mechanical)
log grader
drafter (electrical)
log sawyer
small appliance repairer
logger
drafter (architectural)
general mechanical maintenance person

VOCATIONAL EDUCATION LABOR MARKET PICTURE
(in thousands)

	Employed			Unemployed		
	Total	*Male*	*Female*	*Total*	*Male*	*Female*
I. Trade and Industry						
• Plumber	436	434	2	21	21	0
• Radio & TV Mechanic	131	127	4	3	3	0
• Welder	713	681	32	52	47	5
• Cosmetologist & Hairdresser	575	63	513	13	3	10
• Pressman (Press Operator)	190	170	21	7	6	1
• Upholsterer	56	44	12	3	2	1
II. Business and Office						
• Bookkeeper	1910	169	1740	57	4	54
• Office Machine Operator	66	19	46	4	1	2
• Computer Operator	453	174	279	12	5	6
• Typist	1020	34	986	65	3	61
• Bank Teller	493	35	458	19	2	18
III. Marketing and Distribution						
• Retail Salesperson	2362	690	1671	141	32	109
• Cashier	1477	179	1298	142	13	130
• Inventory Clerk	529	360	169	25	15	10
IV. Health						
• Dental Assistant	134	3	131	9	0	9
• Medical Records Technician	14	2	12	0	0	0
• Health Aide/Home Care Aide	272	34	238	13	1	11
• Hospital Aide	1024	129	896	86	8	77
V. Agriculture						
• Agricultural Mechanic	66	65	0	2	1	1
• Forester	57	52	5	4	3	1
• Groundskeeper (golf course)	615	577	38	66	59	7
VI. Home Economics Related Occupations						
• Child Care Aide	441	21	420	25	2	22
• Personal Service Attendant (e.g., Personal Shopper)	88	28	60	9	3	5
• Food Service Worker (e.g., Food Checker, Caterer's Helper)	519	127	392	44	14	31

	Employed			Unemployed		
	Total	*Male*	*Female*	*Total*	*Male*	*Female*
VII. Technical (after High School)						
• Surveyor	85	85	3	5	4	1
• Mechanical Engineer	17	16	1	0	0	0
• Electrical Technician/ Electronic Technologist	251	226	24	6	5	1

Source: Bureau of Labor Statistics, U.S. Department of Labor. Detailed occupational/industrial tables, annual averages, December 1979. Washington, D.C.: Bureau of Labor Statistics, U.S. Department of Labor, 1979.

ENROLLMENT AND COMPLETIONS IN VOCATIONAL EDUCATION BY INSTRUCTIONAL PROGRAM, PROGRAM YEAR 1978

	Enrollment			*Completions*	
	Total	*Female*	*% of Total*	*Total*	*% of Total Enrollments*
I. Agriculture					
• Agricultural Mechanics	133,576	6,619	4.9	34,457	26
• Ornamental Horticulture	130,836	58,879	45.0	32,765	25
• Forestry	22,382	2,964	13.2	4,639	21
• Agricultural Resources	24,517	5,176	21.1	6,923	28
• Agricultural Supplies/ Services	33,022	5,980	18.1	9,383	28
II. Business and Office					
• Computer and Console Operator	50,666	30,265	59.7	11,519	23
• Filing, Office Machines	719,267	593,614	82.5	174,592	24
• Typing	584,247	467,554	80.0	144,077	25
III. Marketing & Distribution					
• General Merchandising	284,230	158,428	55.7	108,484	38
• Retail Trade	23,524	12,332	52.4	7,879	33
IV. Health					
• Dental Assistant	21,724	20,643	95.0	8,013	37
• Nursing Assistant (Aide)	117,495	101,016	85.9	42,325	36
• Health Aide	15,499	13,475	85.8	5,217	33
V. Home Economics Relaxed Occupations					
• Food Services	57,277	32,158	56.1	21,661	38
• Food Distribution	37,117	17,950	48.3	18,990	51
• Home Furnishings	4,435	2,868	64.6	1,724	39
• Personal Service	19,314	10,328	53.4	5,421	28
VI. Technical					
• Electrical Technician	25,032	833	3.3	2,607	10
• Electronic Technologist	90,306	6,604	7.3	17,216	19
• Mechanical Technician	30,168	3,159	10.4	5,173	17
• Police Science	105,457	25,714	24.3	18,611	18
• Environmental Control Technologist	8,612	588	6.8	1,639	19

Parents **HO V-3 (continued)**

	Enrollment			Completions	
	Total	*Female*	*% of Total*	*Total*	*% of Total Enrollments*
VII. Trade and Industry					
• Cosmetology	97,947	91,628	93.5	27,215	28
• Plumbing and Pipefitting	43,995	686	1.5	8,312	19
• Welding	205,486	5,960	2.9	51,772	25
• Upholstering	22,136	10,383	46.9	7,198	33

Source: U.S. Office of Education. *Summary data, vocational education, fiscal year 1978.* Washington, D.C.: Bureau of Occupational and Adult Education, Department of Health, Education and Welfare, n.d.

SOME FACTS ON WOMEN, MEN, AND WORK

1. Some 43 million women were in the labor force in 1979; they constituted more than two-fifths of *all workers.*

2. About one of every nine women in the 1979 labor force (some five million in all) was either a divorced, separated, widowed, or never-married woman who maintained her own family.

   About two-thirds of all women in the labor force in 1979 were single, widowed, divorced, or separated, *or* had husbands earning less than $10,000 a year.

3. As of 1979, some 60 percent of *all women aged 18 to 64*—the usual working ages—were workers, compared with 88 percent of men.

   About 51 percent of *all women 16 years old and over* were workers.

   March 1979 figures indicate that nearly half (49.4 percent) of *all wives 16 years old and over* were working or looking for work.

4. Labor force participation was highest among women 20 to 24 years of age.

   The median age of women workers is 34 years.

5. Women accounted for nearly three-fifths of the increase in the civilian labor force in the last decade—13 million women compared with some 9 million men.

6. More than one-fourth of all women workers held part-time jobs in 1979.

7. In 1977 the average woman could expect to spend 27.6 years of her life in the work force, compared with 38.3 years for men. The average worklife expectancy of women had increased by more than one-half over the two decades since 1950.

8. The more education a woman has, the greater the likelihood she will seek paid employment.

   Among women with four or more years of college, about two out of three were in the labor force in 1979.

9. The average female worker is as well educated as the average male worker; both have completed a median of 12.6 years of schooling.

10. Fully employed women high school graduates (no college) had less income for 1977 on the average than fully employed men who had not completed elementary school—$8,462 and $9,332, respectively.

    Women with four years of college also had less income than men with an eighth grade education —$11,134 and $11,931, respectively.

11. For the year 1979, women constituted 80 percent of all clerical workers, but only 6 percent of all craft workers and (as of December 1978) 3 percent of all apprentices.

    Women also accounted for 63 percent of service workers but only 43 percent of professional and technical workers. They made up 64 percent of retail sales workers but only 23 percent of nonfarm managers and administrators.

12. The number of mothers in the labor force continued to rise over the years, reaching 16.6 million in 1979 (March).

    The number has increased more than tenfold since the period immediately preceding World War II, while the number of women more than tripled.

13. Fifty-three percent of all mothers with children under 18 years (some 16.1 million) were in the labor force in 1978.

    As of March 1979, around 30.1 million children had mothers in the labor force, almost 20 percent more than in 1970.

14. In 1978 there were some 5.8 million working mothers with preschool children. Of these children, 6.9 million were under 6 years of age. The corresponding figures for five years back (1973) were: 4.8 million working mothers, with 6.0 million children under 6 years of age.

15. Mothers whose youngest child was school age were more likely than those with preschool children to be in the labor force—61.6 and 45.4 respectively.

    Divorced mothers were more likely to be in the labor force than other mothers in any other marital group.

16. The average full-time woman worker earns only about three-fifths of what a man doing full-time, year-round work does.

17. The median earnings of full-time, year-round women farm workers amounted to $2,360; that of private household workers, $2,830; sales workers, $7,644; and clerical workers, $9,158.

    The median wage or salary incomes of year-round, full-time workers for 1978, by race, were as follows: for minority women—$8,996; white women—$9,578; minority men—$12,885; and white men—$16,194.

18. Fifty-three percent (4.9 million) of all black women were in the labor force in 1978. They accounted for nearly half of all black workers.

19. Forty-nine percent (1.8 million) of Spanish-origin women were in the labor force in 1978. They accounted for 39 percent of all Spanish-origin workers.

20. The unemployment rate in 1978 was highest for black women (ages 16 to 19 years) and lowest for adult white men (ages 20 years and over).

21. The number of families maintained by women increased substantially over the decade. As of March 1979, it was 8.5 million, or one of every seven families; in 1978, it was one out of ten.

    Among black families, 39 percent were headed by women.

22. Of all women workers, about one out of eight was a family head; about one out of four black women workers was a family head.

23. Nearly half (49 percent) of all poor families were headed by women in 1978; among the poor black families, two out of three were headed by women. A decade back, the situation was: about one-third (35 percent) of all poor families were headed by women and 51 percent of poor minority families had female heads.

24. Among many poor families, the wife's earnings often constitute an important contributory factor toward raising the family out of poverty. In husband-wife families in 1978, about 6.1 percent were poor when the wife did not work; 2.7 percent when she was in the labor force.

    Among all wives who worked in 1978, the median contribution was more than one-fourth of the total family income. Among those who worked year round, full time, it was only two-fifths.

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DISCUSSION QUESTIONS
PARENT AND CHILD PERSPECTIVES

1. a. Do you think that there are certain things that only men should do and certain things that only women should do? Explain.

   b. To your knowledge, does your teenager think that there are certain things that only boys should do and certain things that only girls should do? Explain.

2. a. Do women have to work harder than men to succeed? Why or why not?

   b. Does your teenager think girls have to work harder than boys to succeed? Why or why not?

3. a. Do you feel pressured to conform to a masculine or feminine ideal? Explain.

   b. Does your teenager think that peers measure worth by success with the opposite sex? Explain.

4. a. Do you think that there are certain careers that must exclude women? Men? Explain.

   b. Does your teenager think that there are certain careers that must exclude females? Males? Explain.

5. a. Do you think that women have fewer career opportunities than men? Explain.

   b. Does your teenager think that girls have fewer opportunities to get started on careers than boys? Explain.

6. a. To your knowledge, has your teenager ever done something usually considered masculine (daughter) or feminine (son) and been ridiculed for it by acquaintances?

   b. How did you go about discussing the matter (that is, if you did discuss it)?

7. a. Do you think men and women could benefit from sex-fairness consciousness-raising sessions? Why or why not?

   b. Do you think your teenagers would believe they would benefit from such sessions? Why or why not?

8. a. Some people feel that they have been programmed by society. Do you? If you do, in what way(s)?

   b. Does your teenager feel programmed by society? If so, in what way(s)?

9. a. What is your definition of masculinity? Femininity?

   b. How do you think your teenager would define masculinity? Femininity?

10. a. What does being "liberated" mean to you? Do you think that being "liberated" is harder for a female or harder for a male?

    b. What do you think being "liberated" means to your teenager? Do you think she or he believes that becoming liberated is harder for a female or harder for a male?

11. a. What steps would you want to take to change the discrimination against women that still exists in society today?

    If you think males are in some ways discriminated against, what steps would you want to take to remedy this situation?

    b. What steps do you think your teenager would want to take to change the discrimination against males and females that they might perceive as still existing in society today?

12. a. Have you ever encountered discrimination personally? Explain.

    Have you ever been aware of discrimination against another woman? Man? Explain.

    b. To your knowledge, has your teenager ever encountered discrimination personally? Explain.

    To your knowledge, has your daughter/son ever been aware of discrimination against another girl or boy? Explain.

13. a. If your son married and had children while pursuing a career, do you think he would expect to share in caring for the home and children with his wife?

    b. If your daughter married, had children, and pursued a career, do you think she would expect her husband to share in caring for the home and the children?

Parents

TR III-2

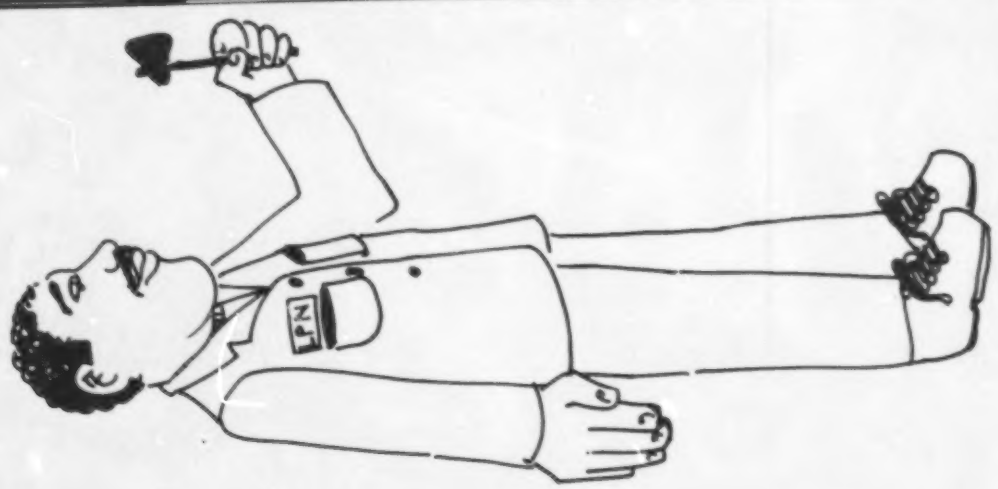
Parents

TR III-3

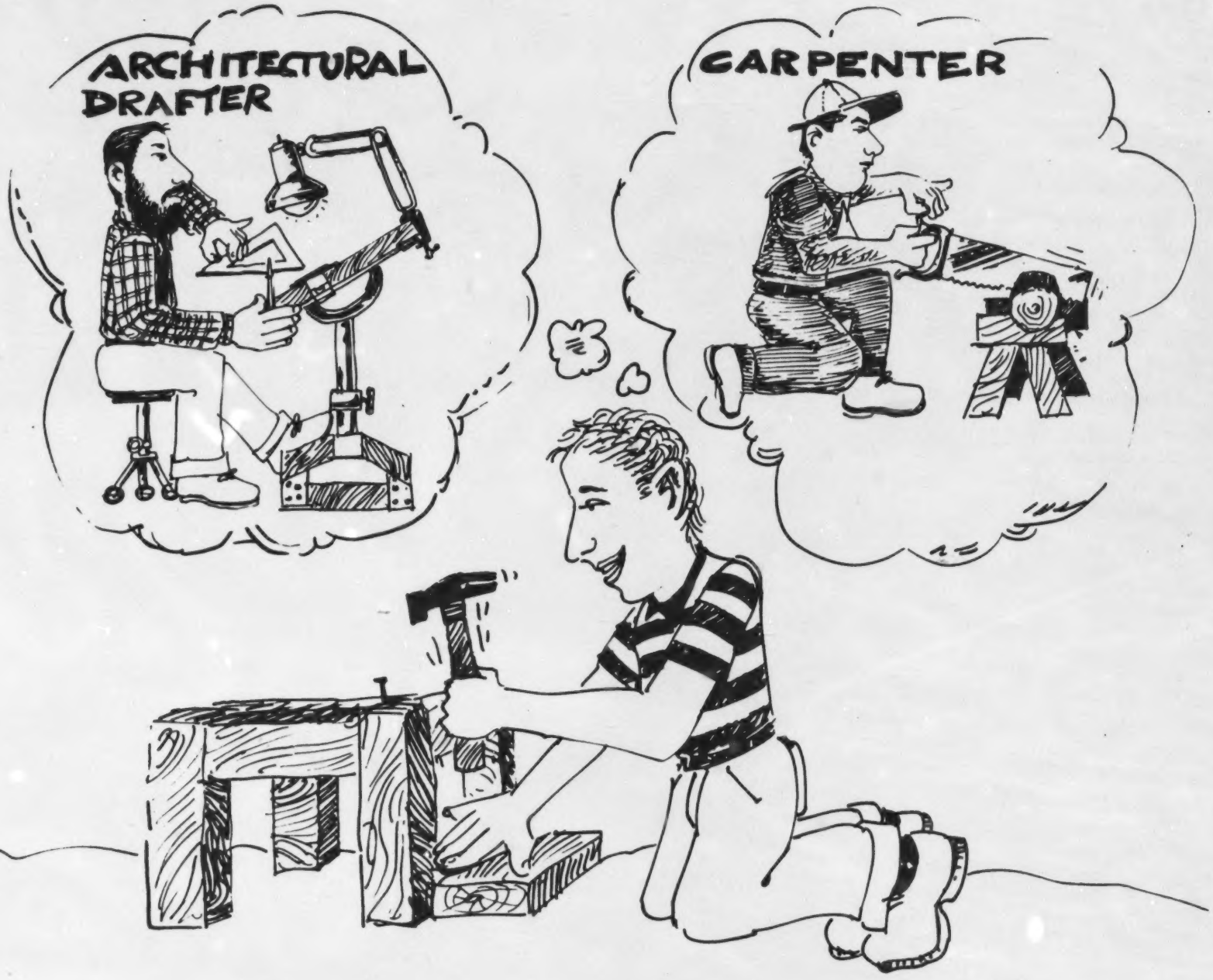
Parents

TR III-4

53



52



Parents

TR III-6

Parents

TR III-7

CAREER
RESOURCE
CENTER

Parents

TR III-11

Parents

TR III-12

Parents

TR III-13